



# Year 1 Curriculum HT1

**PSHE**  
Being me in my world


**E-safety**  
Rules for keeping safe online.  
Copyright & ownership.

**Commando Joe**  
Mission focus:  
Friendships  
Teamwork


**Personal Development**  
**Wider Curriculum Clubs Available**  
Sports, Archery, Music, Games, Commando Joe,  
Dodgeball, Cookery, Art, Clay Creators, WFA Football.

**Trips and Visits**  
Visit to The Lowry as part of our History topic.

**No Outsiders**  
Elmer - To like the way I am.



**English**  
Inspirational Text Class Story



Genres for writing:  
Narrative  
Letters  
Lists  
Recount  
Non-chronological report

Within writing, Year 1 will be focusing on:  
-Articulating and writing sentences.  
-Orally recounting past events using the past tense.  
-Using adjectives to form a noun phrase.  
-Using capital letters and full stops correctly.  
-Beginning to identify when words are missing in a sentence.  
-Writing the days of the week with a capital letter.

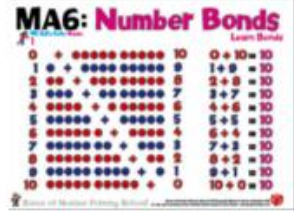
**Poetry**  
The poem Year 1 are studying and learning to recite this half term is 'Swing' by Robert Louis Stevenson

**Maths**  
Week 1 - 3

To know and use number (Place Value)  
To count to and across 100 forwards and backwards  
Identify one more/one less than a number  
Recognise greater/ less than  
Count, read and write numbers to 100 in numerals  
Count in multiples of 2, 5, 10  
Read and write numbers 1-20 in words and numerals

**Week 4-7**  
Addition and Subtraction:  
Represent and use number bonds for related subtraction facts within 20  
Read, write and interpret mathematical statements involving +, -, =,  
Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations.

**Mental Maths**



**Science**  
The Year 1 science topic this half term is Animals including humans.  
Children will learn about the classification of animals.  
Every half term we will also learn about the different seasons.

**History**  
Year 1 will be completing a significant individual study this half term.  
The children will be studying L. S. Lowry.



RRSA articles: 2, 3, 6, 13, 14, 15, 24, 27 and 32.

Trip to The Lowry

**Computing**  
Year 1 will be learning about computer systems and networks in their computing lessons.  
Children will be exploring and experimenting with an app called Paintz.

**Art**  
Looking at paintings by LS Lowry and re creating them using and experimenting with lead pencil, oil pastel and felt tips.

Specialist Teacher

**Music**  
Miss Marsden will be teaching music to Y1 this half term. They will be learning to songs and actions about Autumn .

Specialist Teacher

**PE**  
The children will be doing Dance in HT1.  
The children will also have an hours swimming lesson once a week.

Specialist Teacher

**Phonics**  
Children will be taught any gaps within the first 2 weeks of this term from phase 2, 3 and 4.  
Children will begin to learn the alternative sounds from phase 5.  
These are:  
wh, ph  
ay, a-e, eigh, ey, ei  
ea, e-e, ie, ey, y  
ie, i-e, y  
ow, o-e, o, oe  
ew, ue, u-e  
oul, u

**RE**  
Does God want Christians to look after the world?



# Knowledge Jigsaw

## Year 1 Computing HT1



### What we already know

You press the left side of the mouse button to click on the different tools on the screen.

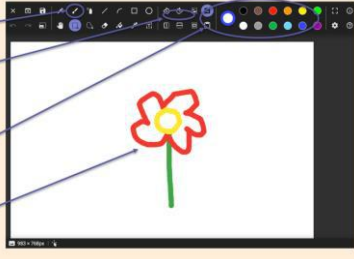


To save your work you press this button. 

You can use these tools to make marks, lines and draw pictures in paint.

		
Pencil	Brush	Flood fill
		
Air brush	Eraser	Undo

You can draw a picture in the program Paintz.



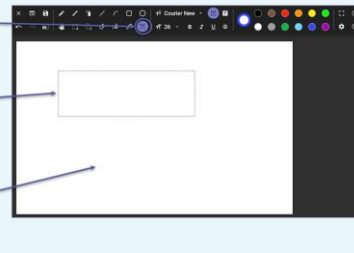
brush tool

Choose how thick you want your brush to be

Choose a brush colour

Click and drag to paint a picture!

You can add text in Paintz.



Click on the text tool

Click and drag in the paint area to draw a textbox

Click anywhere outside of the textbox to finish

**Technology** is anything made by people to help us. E.g.  
 Mobile phone – helps us to talk to people.  
 Pencil – lets you write down ideas.  
 Scissors – lets you cut things.

A computer is a type of technology.

Most of the computers we use in school are desktops or laptops.



**To log in on the computer:**

First you need to turn the computer on.  
 Then enter your username.  
 Then enter your password.  
 Then press enter.  
 There is a cursor on the computer screen that you can move using the mouse/tracking pad.



To move the cursor you drag your finger across the tracking pad or you can move the mouse on the table.

To click on an object/place using the cursor, left click on your mouse or tracking pad.



**Keyboards are used for writing on a computer.**

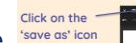


Space bar – this puts a space between letters/words  
 Backspace – this deletes the previous letter.  
 Left and right arrows – these let you move the cursor forwards and back between letters.

**To save:**

Click on the save as icon.

Type what you would like to call the file.  
 Click on save.



When saving a file you need to give it a sensible name to help you find it again and know what it is.

**To open a file:**

Click on the open icon.  
 Select the correct file.

Press open.



### E-Safety

Rules are in place to:

- Keep you safe
- Make sure everyone is happy
- Ensure we can learn
- Help everyone be kind to each other.

Rules for using computer technology:

- Hold your device carefully
- Stop using your device when someone is talking to you
- Take turns with your partner
- Use only the apps you have been asked to use
- Don't share your passwords





What we already know

**Different animals:**

We learnt about woodland animals and how they adapt to the seasons in particular the dormouse and squirrel.

Birds—how they prepare for migration. We paid a particular focus on robins and starlings.

**Senses:**

We used our senses to describe what we can see, hear and feel when we looked at the weather and seasons.

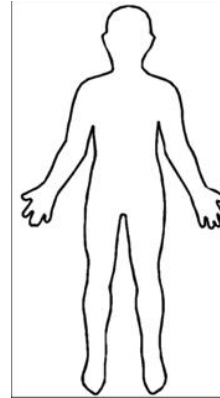
**Structure of Animals:**

Bird—we looked at things with wings with a particular focus on starlings.

Parts of the Body

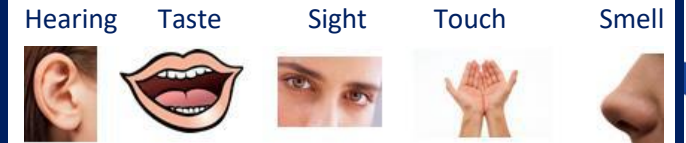
Know the names of the following body parts and can label them:

- Head
- Neck
- Arms
- Elbows
- Legs
- Knees
- Face
- Eyes
- Ears
- Hair
- Mouth
- Teeth



Senses

The five senses and the body part associated with each sense.



Different Animals

Animals belong to different groups.

**Fish** – cod, trout, mackerel, bass



**Amphibians** – frog, toad, salamander, newt



**Reptiles** – snake, crocodile, turtle, Komodo dragon.



**Mammals** – humans, monkeys, bears, dogs



**Birds** – sparrow, robin, seagull, crow



Structure of Animals

**Fish** (live in the sea) – cold blooded, breathe through gills, scales on skin, fins to help them move through water.

**Amphibian** (live on land or in water) – cold blooded, lay eggs, have gills and lungs.

**Reptile** – cold blooded, scales on skin, breathe through lungs, have 4 legs, lay eggs.

**Birds** – have wings, feathers, 2 legs, most can fly, and they have a beak instead of teeth. They hatch from eggs, live in a nest and have lungs to breathe.

**Mammals (including humans)** – warm blooded, large brain, usually have 4 legs, have a coat of hair to trap warm air, they give birth to live babies who are fed milk produced by the mother.

What Animals Eat:

**Carnivores** – eat meat e.g. lions, snakes, spiders, wolves



**Herbivore** – eat plants e.g. rabbits, cows, sheep, pandas



**Omnivore** – eat meat and plants e.g. pigs, chickens, rats, badgers



# Knowledge Jigsaw

## Year 1 History HT1



### What we already know

We know that things happened in the past. We have looked at the difference between past and present and know that things happen in chronological order.

### L.S Lowry

Lowry's life - 1887-1976.  
 Lowry was born in Stretford.  
**Lowry lived in Manchester.**  
**Lowry was an artist.**  
 Lowry drew men as matchsticks.  
**Lowry painted the working class people he saw.**  
 Working class means people who work with their hands and body to do the job.  
 Industrial Revolution- 1760-1840

### Lowry's paintings show us what life was like in the Industrial Revolution

**Houses were close together.**  
 The streets were narrow.  
 The streets were busy with people.  
 There weren't any cars  
**It was smoky because everyone had fires in their houses.**  
**People wore hats every day.**  
**Children played out in the street.**  
**There were lots of factories built in Manchester during the Industrial Revolution.**  
 It was smoky.  
**People worked in the factories.**  
 The factories had lots of windows to let in the light.  
 Lowry painted what he saw. He didn't use lots of colours because there weren't lots of colours.



### Working conditions during the Industrial Revolution

Working in a cotton mill was hard.  
**The factories were dangerous and very loud.**  
 People got sick from breathing in the dust from the machines.  
**The Industrial revolution happened when people stopped being farmers and started to work in factories.**  
**Children worked in factories, cleaned chimneys and separated coal from rocks.**  
 Children had to work because people were very poor.  
 Children didn't get paid very much.  
 The work was very dangerous for them.

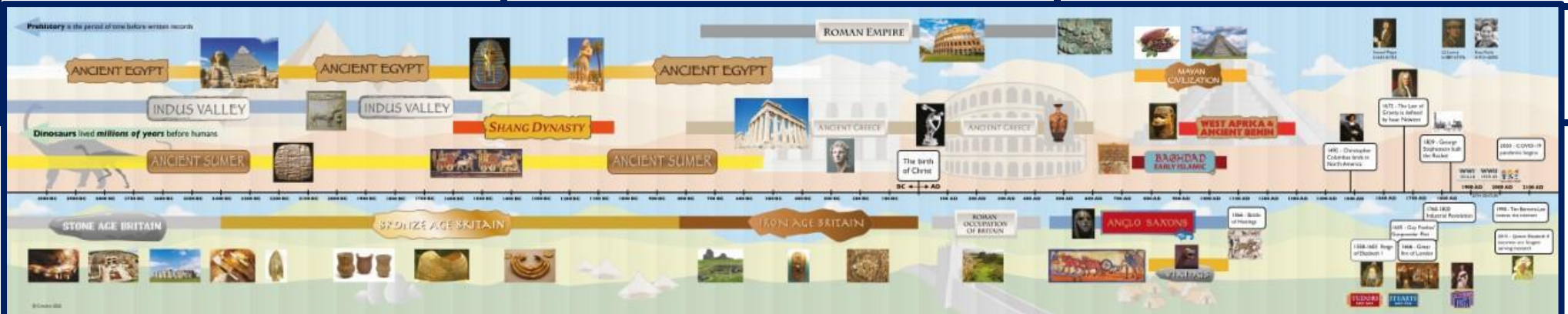
### Comparing the working class in France and England

**Children know Gustave Courbet was a French artist.**  
 He was born in 1849.  
**He painted the working class in France.**  
 He painted the 'Stone Breakers' in 1849.



### Lowry and Queen Elizabeth's Coronation

Both the coronations started at Buckingham Palace.  
**Lowry painted Queen Elizabeth's coronation in 1953.**  
 King Charles had is coronation in 2023.  
**Coronation means the crowning of the King or Queen.**  
 All coronations have the orb, scepter, crown and gown.





What we already know

We know how to make others feel welcome.

We can think about everyone's right to learn.

We know how to show care towards other people's feelings.

We know how to work together.

Know how we are special and what makes us special.  
Know what to do if we feel unsafe. We are aware of where we are safe.



Know our rights and responsibilities as a member of the class.

Know what we need to do to ensure that everyone in our class is able to learn.

Know what it feels like to belong to a class.



Know that our views are valued.

Know what it feels like to be proud of something.

Recognise how we feel when we are proud and explain our emotions.

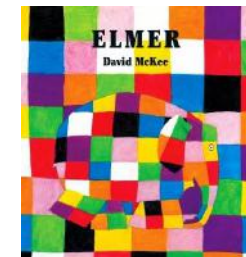


Understand the importance of rules for our classroom.

Understand the importance of sanctions and the consequences of making the wrong choice.



Understand the ways that we are different and are able to celebrate these differences.





Our Discovery Question:

Does God want Christians to look after the world?

Knowledge

Christians believe that God created the world and everything in it.

The bible tells Christians about the creation story and says:

On the first day God created day and night.

On the second day God made the earth and sky.

On day three God separated the water from dry land and created the plants, trees and vegetation.

On day four God created the sun, moon and stars.

On the fifth day God created living creatures.

On the sixth day God created human beings.

On the seventh day God rested.

Christians believe that God wants people to look after the world as He has created it for them, He gave it to people to enjoy and to look after for Him.

Personal Reflection

I can express my own thoughts about how the world got here.

I can reflect about how people should look after the world.

I can express an opinion about the Christian belief about creation and the impact this has on their lives.





**The Lowry Art Gallery, Salford Quays**

The Lowry is an art gallery in Manchester. The Lowry houses many paintings by the British artist, L.S. Lowry. Many of Lowry's paintings show industrial Manchester with its many factories, mills and smoky skies.



**Artist**

<https://www.youtube.com/watch?v=8LMM5LdOVWQ>

L.S. Lowry was an artist who lived and worked in Manchester. Lowry drew and painted people and places he knew.



**Matchstick Figures**

Lowry often drew and painted matchstick figures in his pictures. Matchstick figures were not very detailed. Know how to draw a matchstick figure, inspired by Lowry.



**Drawing**

'Drawing' is when we make marks on a surface.

Know how to hold a piece of charcoal, oil pastel, a pen or a lead pencil in a pencil grip.

Know how to draw with control.

Know and understand what horizontal, vertical and diagonal lines are.

Know how to draw horizontal, vertical and diagonal lines



**Line and Tone**

Vertical, horizontal and diagonal lines can be used to create tone. .

'Tone' is how light or dark something is.

Know how to use charcoal in different ways to create tone; hatching, cross-hatching, smudging and rubbing out.



**Mixed-media**

We can use more than one material to create a picture.

When we use more than one material to create a picture, e.g. charcoal, chalk pastels, oil pastels and sharpies, this is called 'mixed-media'.





**What we already know**

We can recognise and understand the difference between loud and quiet in music.

We use movement to show a fast or steady tempo and perform in time to a beat.

We can listen and respond to different moods in music.

We can use our voices expressively when performing songs, rhymes and chants.

We can respond to music using movement identifying high and low pitched sounds.

We understand that symbols can represent different sounds in music.

**Performing**

Learn and perform songs such as Shake the Sillies Out, Clocks, The Cuckoo Clock, There Was an Old Witch, Witch, Witch! Halloween's Coming.

Develop an understanding of a steady pulse by performing actions on the beat.

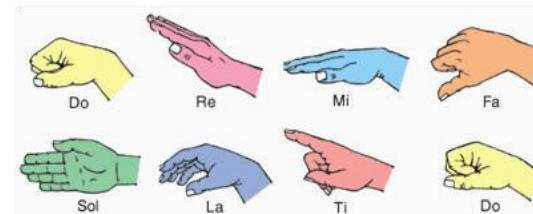
Recognise and perform a regular beat on instruments.

There Was an Old Witch

**Performing**

Add percussion accompaniments to illustrate certain words and phrases in songs.

Recognise the solfege hand signs developing a sense of pitch.



**Composing**

Compose additional verses to songs.

Demonstrate characters in songs with appropriate sounds and instruments.

**Listening and Responding**

Recognise a steady beat in music and one that is unsteady.

Identify instruments in musical extracts e.g. the tick tock of the woodblock in *The Syncopated Clock* by Leroy Anderson.

Discuss the atmosphere created by different pieces of music e.g. *Harry's Theme* by John Williams.

Respond imaginatively to music through movement.

Draw a picture response to music.

Recognise a rising and melody falling (going up or coming down in pitch).

**Listening and Responding**

Recognise the difference between male and female voices in the chant *Witch! Witch!*

Discuss the tempo, mood and structure of musical extracts.

Discuss the lyrical content of songs and explore actions that can accompany them.

Identify familiar sounds in the environment and classify sounds into daytime and night-time sounds.